

DEPARTMENT OF MINES AND RESOURCES

Honourable J. A. Glen,  
Minister.

INDIAN SCHOOL BULLETIN

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INDIAN AFFAIRS BRANCH

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WHEN IS A PERSON WELL-EDUCATED?

"When he can look out upon the universe, now lucid and lovely, now dark and terrible, with a sense of his own littleness in the great scheme of things and yet have faith and courage. When he knows how to make friends and keep them, and above all when he can keep friends with himself. When he loves flowers, can hunt birds without a gun, and feel the stir of a forgotten joy in the laugh of a child. When star-crowned trees and the glint of sunlight on flowing waters subdue him like the memory of one much loved and long dead. When he can be happy alone, and high-minded amid the meaner drudgeries of life. When he can look into a wayside puddle and see something besides mud, and into the face of a most forgotten mortal and see something beyond sin".

Dr. J. F. Newton.

NOTE:

These bulletins are for retention on file. They are NOT to be removed from schools by teachers. Indian Agents will check in their periodical visits to schools, to ensure that these bulletins are kept in the classrooms.

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# indicates article of special interest to Indian Affairs Branch officials

PUBLIC LIFE

"It is therefore our business carefully to cultivate in our minds, to rear to the most perfect vigour and maturity, every sort of generous and honest feeling that belongs to our nature. To bring the dispositions that are lovely in private life into the service and conduct of the commonwealth; so to be patriots as not to forget that we are gentlemen. To cultivate friendships, and to incur enmities. To have both strong, but both selected: in the one, to be placable; in the other, immovable. To model our principles to our duties and our situation. To be fully persuaded that all virtue which is impracticable is spurious; and rather to run the risk of falling into faults in a course which leads us to act with effect and energy, than to loiter out our days without blame and without use. Public life is a situation of power and energy. He trespasses against his duty who sleeps on his watch, as well as he that goes over to the enemy."

Edmund Burke



# 18    Drawing Project on "Food" for Indian Day and Residential Schools

We are very pleased to inform our officials and teachers that we have been approached by Doctor L. B. Pett, Ph.D., M.D., Chief, Nutrition Division, Department of National Health and Welfare, with regard to a drawing project on "FOOD" for our schools. Naturally, the Nutrition Division is very anxious to interest the Indians in dietary improvements. They have had experience with other Canadian school children and they have found that the best way to create some interest in this subject and to provide a preliminary amount of educational material as well as to obtain an idea of the mental level and mental processes is to provide prizes for an art contest.

In fact so strong is their belief in this method of approach as well as their need for the information that can be derived from it, that they are prepared to provide a very considerable sum of money in prizes for this project.

Therefore, in succeeding paragraphs, we set out the various rules of this FOOD CONTEST, and the instructions which have already been sent to Indian school teachers concerning this project:

(a)                    Rules of Food Contest

For Pupils 9 years and over

P r i z e s

| <u>At each Day and</u><br><u>Residential School</u> | <u>Dominion Grand Awards</u> |                    |
|---|------------------------------|--------------------|
|   | <u>Residential Schools</u>   | <u>Day Schools</u> |
| 1st prize - \$5.00                                  | \$50.00                      | 50.00              |
| 2nd prize - 3.00                                    | 25.00                        | 25.00              |
| 3rd prize - 2.00                                    | 10.00                        | 10.00              |

R u l e s

1. This is open to all Indian children nine years and over, attending Indian Residential and Day Schools in Canada.
2. The Food Drawing Contest is to be in the form of one Poster in three parts illustrating all three of the following points:
  - (1) The Foods I like to Eat in a Day
  - (2) The Ways I like to Eat in a Day
  - (3) How I Like to Eat the Food
3. The Poster may be of any material, type or colour but must be of sufficient size to depict each illustration (18" x 10" is a reasonable size).
4. The illustrations may be of any type, i.e., cut-outs, drawings, sketches, animated cartoons, graphs, etc., and may be done by any suitable means, e.g., crayon, pencil, paints, etc.
5. Printed plainly on the back of the poster should be the full name of the pupil, reserve address, grade, age, school and name of teacher.
6. Competition opens beginning of December, 1946, and closes January 31, 1947. These dates apply to most schools, but any school which is too remote to enter within these dates should not hesitate to send entries whenever available, and special recognition will be given to them.

J u d g i n g

1. Judging will be on the following basis (a) Originality 50%  
(b) Portrayal of ideas specified 30% (c) Art 20%.
2. There are two ways suggested for deciding the three prize winning posters in each school:

- (a) A Board of three judges should be arranged by the teacher to include, where possible, some of the following: The Indian Agent, Missionary, Inspector of Schools, Agency Doctor or Nurse, Chief or Councillors of Indian Band.
- (b) Where it is not possible to have judges as suggested in (a), then the teacher can decide the winners.

The three prize winning posters should then be carefully packed and forwarded to the Nutrition Division, Department of National Health and Welfare, Ottawa, for entry for the GRAND PRIZE AWARDS. Such posters will then become the property of the Department of National Health and Welfare. Prize posters must be in Ottawa not later than February 20, 1947.

(b) Letter sent to Principals and Teachers

Re: Food Contest

In an attempt to improve the health of the Indians a dietary service for Residential and Day Schools has been commenced by the Nutrition Division, Department of National Health and Welfare.

Nutrition education for Indians must be based on approaches acceptable to them, even though the facts taught are similar to those of the rest of Canada. Experience in ordinary schools leads us to believe that the most useful approaches may be found by encouraging self-expression, such as in a drawing project. By doing this on foods it is also possible to suggest to the participants the importance attached to this subject.

As a means for Indian children to depict their ideas on food, the Nutrition Division is sponsoring a food contest. Three copies of the rules, together with suggestions for teachers, are enclosed. The prizes should serve as an incentive and create interest in food for health. All children from 9 years up should be encouraged to enter this contest regardless of artistic ability and training. The co-operation and interest of all teachers will be appreciated.

The prizes will be provided by the Nutrition Division and each school that participates will receive a Certificate of Merit. Through the efforts of all concerned an insight into the Indian children's impressions of food should be gained, to serve as part of the measures for improving the situation.

(Sgd.) P. E. Moore, M.D.,  
Director of Indian Health Services.

(c) Instructions for the Teacher.

It is earnestly requested that teachers do not influence the ideas of the children. But it will be necessary to assist and encourage them and to offer suggestions, for each of the three pictures that they have to draw. These suggestions will serve to explain what is wanted rather than constituting directions on what they should draw:

1. The Foods I like to Eat in a Day, milk, fruit, vegetables, cereals, bread, meat, fish, eggs, cheese, etc., may all be expected to appear in this picture and should preferably be detailed as to the kind rather than the group (e.g. grapes, pickerel, deer, potatoes, etc.)
2. The ways I like to get the food - from the store, hunting, fishing, picking off bushes, Family Allowance grants, etc. (e.g. draw a store and show a man fishing or hunting, etc.)
3. How I like to eat the food - Raw, cooked, whole cut in pieces, smoked, pickled, canned, etc.



You will find other suggestions in the textbooks provided for health teaching in Indian schools, namely, the "Safe and Healthy Living" series. (See item seven of volume one number one of the Indian School Bulletin).

It is intended that each child should decide on the type and kind of foods, how they are to be obtained and eaten and then they should receive help in depicting it on the poster. In this way a national picture of what Indian children think about foods, as well as some indication of food habits on the reserves, should be obtained. The school name and name of the principal and teachers participating will be inscribed on the Certificate of Merit for each school entering the contest.

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It is the desire of the Welfare and Training Service that every Indian School in Canada enter this contest.

# 19 Message from the Inspector of Schools for the North West Territories:

I appreciate very much this opportunity to send greetings to the members of the teaching staffs and to the children who are in attendance at the fine schools maintained throughout Canada under the supervision of the Indian Affairs Branch for the benefit of the Indians of this country.

This past summer I began my duties as Inspector of Schools for the Northwest Territories, and during a trip through the Mackenzie District in the fall I was able to meet some of you, to see the excellent work being done by the instructors, and to enjoy my contacts with the happy and progressive groups of Indian children at the many points I visited.

As the years go by I hope to see more of you. While I shall get to know best those of you who live in the Northwest Territories, yet I am sure that we will always be thinking of each other as we try to do our own particular work in the best manner that we possibly can. If we do this, those of us who are responsible for the instruction given will have the rich reward of seeing useful and happy human beings going forward to the world, while the children for their part will enjoy the gains that always come from application.

I am not alone in my belief that the future will bring increasingly valuable contributions to the national life of Canada from the Indian race. The big problem facing the nations of the world today, namely how to get along together, reminds us that the Indians pioneered in the art of living together. I am most happy to be associated in their educational program and to work with them in the attainment of their objectives.

# 20 Salaries of Teachers in Indian Day Schools

(a) Retirement Fund Deductions

Teachers in Indian Day Schools are at present classified as temporary Civil Servants. Like all temporary civil servants a deduction, therefore, is made from the salaries of those who have joined the service since 1 September, 1939. This deduction is at the rate of 5% and is called a Retirement Fund withdrawal. Please note that this deduction is not made from the salaries of teachers who were in the service prior to 1 September, 1939.

When teachers leave the Service the total amount of these withdrawals is returned to them with interest at the rate of 4%.

(b) New Teachers joining the Service

We wish to emphasize to all new teachers first joining the service the importance of forwarding the Income Tax Forms (T.D.1's) and the staff

questionnaires either to their Indian Agent or to the Indian Affairs Branch (depending upon the circumstances). New teachers are NOT taken on the pay lists until these forms reach the Indian Affairs Branch. Therefore all parties concerned will recognize the importance of sending these forms in without delay.

(c) The New Income Tax Forms (T.D.1's) - 1947)

Following out recent instructions we would again impress upon married teachers the absolute necessity of forwarding the newly issued Income Tax Forms (T.D.1's - 1947) as recently distributed. It will not be necessary for teachers classified as "Single without dependents" to submit such new forms.

(d) The New Basic Salary Rates.

During the war years the salaries of lay Civil Servants in the lower pay categories were increased by the addition of a cost-of-living bonus. In other words they received a basic salary plus a cost-of-living bonus. By Order-in-Council this was changed as of 1 September, 1946, and the basic salary and the cost-of-living bonus were amalgamated. This means that now all such Civil Servants receive a new basic salary consisting of their old basic salary increased by the amount of the cost-of-living bonus

# 21

Residential School Requisitions

Principals of Indian Residential Schools are reminded to complete and submit to the Department their requisitions for school supplies by December 31, 1946. These requisitions should be on Form I A 413.

Primary pencils are now in stock again and can be ordered at the rate of three per year for each student in Grade One. These are about twice the thickness of ordinary pencils and are made so for easier holding by beginners. They should be listed on your requisition forms as "Pencils, Primary, No. 308".

Principals are requested to refrain from requisitioning for any textbooks which were recently demanded upon the special Order Form attached to our Indian School Bulletin. These orders have all been placed with the Department of Public Printing and Stationery, and any delays in receiving them are due to lack of delivery by the publishers. However, we are assured by their agents that practically all of these texts should be delivered in the near future and they will then be distributed as requested.

# 22

Dietary Service for Indian Residential Schools

The Chief of the Nutrition Division of the Department of National Health and Welfare is now prepared to develop a continuous dietary service for our Residential Schools. He has available one dietitian for full time service and one for part time service. Both of these nutritionists have been employed during the war, giving a similar service to canteens and kitchens in war factories and plants.

We wish to point out to you that this will not be merely a survey of the feeding problems of our schools as was carried out in some cases by the Red Cross. This will be a continuous dietary service, designed to assist kitchen staffs and principals. They will be able to write in at any time for further information. The main forms this service will take are as follows:-

1. Suggested menus, adapted to circumstances.
2. Shopping Lists, adapted to these menus and therefore to the possibilities of the locality.



3. Recipes for cooking and instruction of cooks.
4. Assistance with budgeting and cost accounting so as to give maximum health benefit for the money spent.
5. Assistance in coordinating health education (including nutrition) with the actual menus, such as by providing explanatory posters in simple terms.

It would be appreciated if everyone concerned would extend to these two dietitians all possible cooperation and courtesy in the performance of their duties. Indian Agents and School Principals will be informed ahead of time as to the expected date of arrival of the nutritionists.

## PART II                      TEACHING METHODS

23

### Reading: A New Skill

(The first part of this article appeared in the October issue of the School Bulletin).

Where the children come to school without a knowledge of English, it is not only a waste of time but a serious detriment to the learning process to complicate the language problem by attempting to introduce the added difficulty of reading during the first few months of school. Picture books of familiar things conveying a minimum of reading should be left around on tables, or shelves, conveniently accessible where children may frequently consult them. Many teachers use brightly coloured catalogues.

Teachers in Protestant schools should carefully follow the program laid down in the teaching methods of the Curriculum Foundation Series. The pre-reading program is described very clearly and children should use their little book, "Before We Read". It is essential that the plans to be found in the teachers' Guide Book are followed.

Teachers in Catholic schools will use "Our First Book". This reading readiness book is brightly coloured and clearly illustrated. On the back pages are found clear directions to the teacher for a reading readiness program based upon this book.

In both these books care has been taken to see that pictures are representatives of familiar things. It is readily agreed that in some isolated Indian Reservations some of the objects illustrated might not be known. Here, however, the teacher has an opportunity of explaining these things and their use. The old fashioned "Alphabet Book" of animals which started with "Antelope" and "Baboon" and ended with "Yak" and "Zebra" has little or no place in any Indian school.

One has only to remember the pleasure with which children listen to the countless repetitions of familiar stories; the delight with which a baby identifies a picture of a familiar object, to realize the soundness of building the learning process on a gradual expansion of ideas about already familiar objects or experiences. New ideas may be introduced gradually, provided care is taken to review them with sufficient frequency and variety so as to assure them of a prominent place in the child's mental equipment. Our Indian children in early grade one should be able to read and tell stories about the pictures in their "Reading Readiness" books.

As children enrich their conversational vocabularies through forms of dramatic plays, countless opportunities will be presented in which

it will be possible to have the idea given that symbols exist for recording the names of objects. Later, but with care, to see that the ideas expressed are of sufficient simplicity, blackboard records and ideas of events, plans and purposes, may be expressed. (This phase will be covered in a later article in the Bulletin).

Provided the teacher can supply simple things to work with and talk about, so that the individuals in the class may be kept constructively active, and talking among themselves, the children should not be urged to learn to read. If during this time the teacher finds frequent opportunity to read to the children out of copiously illustrated books about Indians, books may come to have significance. The children should be shown the pictures and copies of the book should be left where they can look at the pictures by themselves. The children should be encouraged to draw objects illustrating their daily experiences and they may be asked to tell a simple story which their own drawings illustrate. and the teacher can write this on the margin. The story may then be re-told again and again. Unless experiences like these lead the children to express a desire to read for themselves, any attempt at instruction in reading may have to be postponed, This may require weeks of waiting, during which every stimulus is given to fluent use of English conversation. The teacher may have to call upon the co-operation of the older students to encourage these beginners to talk in English.

If, at the end of the second or third grade, Indian children have learned to read simple material fluently, the teacher can be gratified by her success. If, at the end of the first or second year, the Indian children are as untalkative as is the case today in some of our schools, the teacher may have good cause to examine with concern the learning hazards which she has created for her children and consider a major modification in her teaching methods.

#### 24 Teaching Aids Obtainable from Canadian Sources

There is always a place in the classroom for colourful and instructive posters, pamphlets, maps, etc. Teachers should be on the alert for such material.

The Canadian Council of Education for Citizenship has published two pamphlets which will help teachers in their search for such interesting and useful aids to teaching.

The first is "Teaching Aids Obtainable from Departments of the Government at Ottawa". It lists the books, pamphlets, bulletins, maps and posters issued by the various departments of the Dominion Government. There is a companion pamphlet in French, Viz.: "Aides a l'enseignement fournies par les ministeres du gouvernement a Ottawa.

The second is "Educational Aids Available from the Representatives of Overseas Governments in Canada". It lists the materials published by various countries with representatives in Canada. There are aids available from representatives of Argentina, Australia, Belgium, Brazil, China, Czechoslovakia, El Salvador, France, India, Mexico, Netherlands, New Zealand, Norway, Peru, Poland, South Africa, Sweden, United Kingdom, U S S R Venezuela, Yugoslavia, and other countries.

These booklets are available at a cost of 10¢ each by writing to the "Canadian Council of Education for Citizenship", 166 Marlborough Avenue, Ottawa.

#### 25 Canadian Information Service Posters and Pamphlets

The Canadian Information Service has available a very fine series of posters and pamphlets dealing with social studies problems. These should be very valuable for the teaching of other subjects as well. It is felt that



they will be especially useful in Grades 5 to 8. Therefore, the Indian Affairs Branch has arranged for a distribution of these posters and pamphlets to such schools as would care to order them. Listed below are the names and numbers of these publications that are still available. You will note that certain titles are available in both French and English.

Teachers can order these on the usual Requisition Form, I A 413, being certain to specify the exact detail as given below. Please do not include on this requisition form other items of any kind. The form should list only these publications. These requisitions should be forwarded to the Indian Affairs Branch in the usual manner.

(a) Canadian Affairs Pictorials

Posters:

These are brightly coloured and very striking in both design and lay-out. They have been produced by the National Film Board and are about 30 inches by 24 inches in size. They are very instructive and will be a very attractive addition to your schoolroom decorations.

- No. 1 - The New North (English only)
- No. 2 - Canada - World Trader (English only)
- No. 3 - Canadian Agriculture (English only)
- No. 7 - The Prairies and Their People (French and English)
- No. 8 - Ontario (French and English)
- No. 9 - The Maritimes (French and English)
- No. 11 - British Columbia (French and English)

(b) Canadian Affairs Pamphlets

Pamphlets: These are available at present in English only.

Volume I

- No. 1 - The New North
- No. 5 - Canada - World Trader
- No. 8 - Canadian Constitution
- No. 10 - Latin American Neighbours
- No. 12 - Canada and the U S S R
- No. 13 - Wealth in Wood
- No. 14 - The Prairie Provinces
- No. 15 - Power for Prosperity
- No. 17 - Canada and U N R R A
- No. 19 - The Maritimes
- No. 20 - Skyways of the Future
- No. 21 - Canada Plans Security
- No. 22 - Art
- No. 23 - Quebec
- No. 24 - So You Want To Be A Farmer

Volume II

- No. 4 - Women After The War
- No. 5 - Dominion Health Parade
- No. 6 - Bullets and Ballots
- No. 7 - A Place To Live In
- No. 9 - Business and a Post War Job
- No. 10 - A House On the Hill
- No. 12 - Merchant Marine
- No. 13 - Conference For Ten
- No. 15 - Science In The Peace
- No. 16 - Planning For Living
- No. 17 - Community Centres
- No. 19 - Science Serves The Farmer

Scale of Issue

The above Pictorials and Pamphlets are available in limited quantities only. Principals of residential schools should requisition for

these at the rate of one per senior classroom (Grades 5 and upwards). One set only will be provided to day schools of one and two classrooms. Principals of larger day schools may requisition at the rate of one set per senior classroom (Grades 5 and upwards).

In making out requisitions teachers should specify clearly which of the three pamphlets and the numbers thereof which they wish.

- (a) Canadian Affairs Pictorials
- (b) Canadian Affairs Pamphlets, Volume I
- (c) Canadian Affairs Pamphlets, Volume II.

26 Publications of the Department of  
National Health and Welfare

The pamphlet "Teaching Aids Obtainable from Departments of the Government at Ottawa" (see item 24) lists the various posters and pamphlets obtainable from Government Departments. In order to facilitate the ordering of pamphlets that would be useful in the teaching of health, we have obtained from the Department of National Health and Welfare a list of their publications which would be suitable for school use.

The Indian Affairs Branch is most anxious that health education in our schools be maintained as one of the most important subjects of the curriculum.

Teachers can order these posters and pamphlets on the usual requisition form, I.A. 413, being certain to specify the exact title as given below. Please do not include on this requisition form other items of any kind. The form should list only those publications listed below. These requisitions should be forwarded to the Indian Affairs Branch in the usual manner.

(a) Health Posters

These are brightly coloured and very attractively designed. They vary in size and will all be very useful for classroom instructional purposes.

1. Family Allowance can help your children to a good winter diet.
2. Get the most value from the food you buy with your Family Allowances.

(These two posters are especially valuable for the Day School teacher. They stress the importance of using properly the Family Allowance money.)

3. Your Eyes.
4. Care of the Feet.
5. Eat a Good Breakfast.
6. Eat a Good Lunch.
7. For your Third Meal.

(The above three posters form a series. They illustrate the important foods to be served each day. They are humorous and should appeal to Indian children.)

(b) Health Pamphlets

1. Sanitation - Sewage Treatment for Isolated Houses and Small Institutions.
17. Wells.
- 18.. Home Treatment of Rural Water Supplies.



19. Care of the Feet.
21. Housing.
31. What You Should Know About Tuberculosis.
34. The Rat Menace.
106. Smoking.

Family Allowances - A Children's Charter.

Let's Talk Food, Mother. (Especially useful for the Day School teacher, contains tips for feeding the pre-schooler, the school luncher and the teen ager. Could be discussed with Mothers and Homemakers' Clubs).

Canada's Food Rules (small size)

If You Serve Food. (Especially useful for Cooks and Matrons of Residential Schools. Instructions in proper food handling. Could be used by girls trying for their cooking badges.

Victory Through Disease (V.D.)

Isn't She Lovely (V.D.)

The above publications are available in both French and English and teachers should indicate which they would wish. The scale of issue is the same as for the Canadian Information Service Publications as described in Item No. 25. The exception to this is "Canada's Food Rules", a copy of which can be obtained for each student. If, after using the above publications, teachers find any one particularly useful, they they can write in for further quantities. This list of health publications will be continued in the next issue of the Bulletin.

(c) The Canadian Mother And Child

In addition to the above publications there is also available a book entitled "The Canadian Mother and Child". This book is at present being reprinted and will be sent to all Indian Day and Residential Schools in February. It is divided into four parts:

1. Care of the Expectant Mother.
2. Baby's Arrival.
3. Care of the Baby.
4. The Ideal Baby.

It also includes recipes, care of the milk in the home and the baby's record.

This book is being sent out in answer to many requests which have been received for a book of this nature, which could be used especially by teachers who are on isolated reservations and to whom the Indians come for advice.

The Principal of the Kamloops Indian Residential School has recently ordered forty copies of this book. It is his intention to use this book at a short course to be run during the summer months for girls who have graduated from his school. It would also be very valuable to homemakers' clubs and other similar Indian women's organizations.

Additional copies of this book can be made available by writing to the Indian Affairs Branch, or to the Chief of Child and Maternal Health Division of the Department of National Health and Welfare, Ottawa, Canada.

27 School Newspapers

We are now receiving copies of several school newspapers prepared by various day and residential schools. On the whole the standard set by these publications is very high.

The Director of the Indian Affairs Branch is very enthusiastic about this development in Indian education. It is felt that the preparation of material for a school newspaper is a definite incentive for the improvement of written English and generally enhances pupils' interests in school activities. It is recommended that the name of the author of each article should appear in print and a healthy rivalry should be sponsored between grades in the quality of the articles that are selected for publication by the editorial board.

It is important that the work of these papers should be almost entirely that of the students. This may make for less interest to the "outside" readers but will provide more of an incentive for the school children. It is noted that in certain school papers some of the articles are written by the teachers. As mentioned above this may make for better quality of reading, but on the other hand it has the decided disadvantage of defeating one of the primary purposes of a school magazine, - namely, that it provide suitable motivation in the teaching of English.

On some reserves now, the publication of the school paper is used to raise funds for the Christmas concert or the Junior Red Cross.

In order to help teachers in the preparation of their papers, we present suggestions for the organization of this activity.

(a) Aims of this Project:

1. To interest pupils in the activities of the school.
2. To arouse the interest of parents and other Indians in the work of the school.
3. To provide a means for expression in written English and in pictures.
4. To improve reading by providing motivation and and an increased vocabulary and experience background.
5. To increase the need for co-operation, careful work and other good citizenship habits.
6. To develop the desire for improvement and the "thinking" approach.

(b) Features of the School Paper:

1. Cover design by the art editor.
2. The list of the staff.
3. Editorials.
4. School news.
5. News of the reserve and agency.
6. Junior Red Cross News.
7. Humour.
8. Original poems and stories.



(c) Exchange of School Papers

Here are the names of a few of the newspapers that have recently been received at the Indian Affairs Branch. We will be pleased to receive copies of other school papers and if teachers so indicate, we will publish the names of these papers in future issues of the Bulletin. Then editors of newspapers can write to other editors and arrange an exchange of editions. This should do much to create an even greater interest in such papers.

1. CHEE-WAWA published by Sechelt Indian Residential School, Sechelt, British Columbia.
2. CLUB-STAR published by Spanish Indian Residential School, Spanish, Ontario.
3. DOOTEELTH published by Bella Bella Indian Day School, Bella Coola, British Columbia.
4. ST. CATHERINE'S REVIEW published by St. Catherine's Indian Day School, Duncan, British Columbia.
5. GROUARD ECHOES published by Grouard Residential School, Grouard, Alberta.
6. MOCCASIN NEWS published by Ermineskin Residential School, Hobbema, Alberta.
7. MOCCASIN TELEGRAM published by Blue Quills Indian Residential School, Saint Paul, Alberta.
8. STURGEON LANDING NEWS published by Guy Indian Residential School, Sturgeon Landing, Saskatchewan.
9. YEAR BOOK FOR 1946 published by Qu'Appelle Indian Residential School, Lebret, Saskatchewan.

28 Day School Teachers Who Are Drug Dispensers

Certain teachers of Indian Day Schools are classified as drug dispensers. It is realized that many such dispensers are isolated so that a Doctor's services, or qualified medical advice, is not immediately available; it is therefore necessary that the dispenser rely on his own judgment and any written authority that is accessible.

Therefore the Indian Health Services have issued three small booklets for use by dispensers:

- (a) Guide For Drug Dispensers
- (b) Medical and Surgical Supplies for Federal Government Departments
- (c) Pocket Guide to First Aid.

Teachers who dispense drugs should ensure that they have copies of these manuals. They are available upon application to the

Indian Health Services,  
Department of National Health and Welfare,  
O T T A W A, Ontario.

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1. CHIN-KAWA published by Seattle Indian Residential School, British Columbia.
2. CLUB-STAR published by Spanish Indian Residential School, Ontario.
3. DOOTERER published by Bella Bella Indian Day School, Bella Coola, British Columbia.
4. ST. CATHERINE'S REVIEW published by St. Catherine's Indian Day School, Duncan, British Columbia.
5. GROUND HOGS published by Ground Residential School, Ground, Alberta.
6. MCCASTIN NEWS published by Kinsmen Residential School, Hobbema, Alberta.
7. MCCASTIN TELEGRAM published by Blue Quills Indian Residential School, Sault Ste. Marie, Alberta.
8. STURGEON LANDING NEWS published by Guy Indian Residential School, Sturgeon Landing, Saskatchewan.
9. INDIAN BOOK FOR 1945 published by St. Apolline Indian Residential School, Lebert, Saskatchewan.

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Certain teachers of Indian Day Schools are classified as drug dispensers. It is realized that many such dispensers are isolated so that a doctor's services, or qualified medical advice, is not immediately available; it is therefore necessary that the dispenser rely on his own judgment and any written authority that is accessible.

Therefore the Indian Health Services have issued three small booklets for use by dispensers:

- (a) Guide for Drug Dispensers
- (b) Medical and Surgical Supplies for Federal Government Departments
- (c) Pocket Guide to First Aid.

Teachers who dispense drugs should ensure that they have copies of these manuals. They are available upon application to the

Indian Health Services,  
Department of National Health and Welfare,  
O T T A W A, Ontario.